

剑桥流利英语  
CAMBRIDGE Skills for fluency

Series Editor: Adrian Doff



SPEAKING  
口语

4

原著: Joanne Collie  
Stephen Slater  
编译: 蒋素华

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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## **口语 4**

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## 《剑桥流利英语》丛书简介

《剑桥流利英语》丛书是为训练英语听、说、读、写能力而编写的一套强化教材;分 1、2、3、4 级,分别针对初中级、中级、中高级、高级英语学习者。

**目标:** 使您能够自信、流畅地运用英语。

**特点:** 严谨的教学体系——听、说、读、写 4 种技能有机结合,自然渗透。

独特的教学思路——取材于真实生活,消除您对非母语的隔阂感,使您直接进入英语思维和英语使用环境中。

全新的教学方法——提供广泛有趣的话题和活动,以激发您对英语的兴趣,鼓励您与别人分享各种看法和观点。

在此基础上,每种单项技能训练又有各自的**独到之处**:

——**听力 Listening:** 旨在培养理解日常生活口语的能力。记录原始、自然的生活语言,并根据各级的不同水平和需要选编其精华。

——**口语 Speaking:** 旨在培养流利的口语能力。主要讨论一些与您的生活、工作密切相关的话题,鼓励您从自己的经历、感受和社会文化知识中寻找语言灵感,与人交流。

——**阅读 Reading:** 旨在培养英语阅读技能。题材广泛、富有趣味性的原版文章,配以精心设计的辅助练习活动,帮助您更自信、更投入地阅读。

——**写作 Writing:** 把写作作为语言教学课的中心,使其成为一种对语言的总体学习有重要作用的创造性活动。

本丛书专为非英语国家的英语学习者而编写,其英文原著由剑桥大学出版社出版。为适应我国广大英语学习者的需要,外语教学与研究出版社特邀北京外国语大学英语系富有教学经验的老师,对其进行编译,补充了大量的背景知识和相关的语言资料,使其不仅适用于课堂教学,而且可以作为优秀的自学教材。

具有一定英语基础而又渴望全面、迅速地提高英语听、说、读、写能力的读者,选择本丛书,必定会如愿以偿。

# 使用指南

听、说、读、写是语言的四个基本技能，而且这四种技能并不是孤立的，而是相辅相成的。本书在突出“说”这一技能训练的同时还兼顾“听”、“读”、“写”三方面，这样编写符合语言习得的规律。

书中的话题取自社会生活的各个方面，与我们的个人生活密切相关，素材真实，内容充实。每个单元都由四到五个部分组成，围绕话题在多个层面上设计教学实践活动，使这些话题既能横向展开，又可纵向深入，在最大程度上发挥学生的口语能力。这些教学实践活动形式生动、活泼，既能打开学生的思路，又能激发学生的思维，使学生在游戏中练口语。本书还设计了一些模拟的社会和生活环境，如要学生做一些实地采访或电视采访，训练学生在真实的环境中使用英语的能力。在第四册中，要求学生做一些项目，如做采访、写报告等，把练口语从“纸上谈兵”变为“实弹演习”。

在使用本书时，教师主要起组织和协调的作用。书中的教学实践活动一般都要求学生分组做，由教师组织学生围绕每个单元的话题和活动展开讨论，有时教师也会成为和话题有关的部分。本书能有效地调动学生的主动性，很好地避免了口语课上常见的“老师讲，学生听”的被动局面，使学生充分地利用课堂时间。

本书的编排比较灵活，既可单独使用，也可作为辅助教材配合其它主干教材使用。每个单元的几块内容可根据具体情况具体处理，可以全做，也可以选择几个有关的部分来做。

我们在改编时，主要从以下几个方面入手：

- 1 先引出话题（话题简说），就每个单元的话题作简要的介绍，帮助学生了解本单元的内容，促使学生思考。
- 2 补充与话题相关的词汇量（相关语汇），以备学生在练习时使用。
- 3 就教学实践活动给学生一些提示，使他们做起来更容易、更方便。

希望这种增补能对读者们有所启发，有所帮助。

# Map of the book

## 内容纲要

Unit	Themes / Vocabulary areas	Areas of communication	Learner activities
1	Secrets, gossiping; telling 'white lies'.	Discussing opinions; reacting to case stories; expressing judgments; relating true or imaginary anecdotes.	Discussing; listening and comparing views; panel game.
2	Oral presentations; public speaking.	Building a profile of a good speaker; preparing, practising and assessing a talk; overcoming nervousness.	Completing a diagram; choosing and discussing options; giving unprepared talks in groups.
3	Stress in life and language learning; ways of reducing stress.	Gist reading and discussion; comparing experiences; choosing, trying and assessing stress-reducing methods.	Discussing an article in pairs, then in groups; listening and note-taking; group experiment and assessment.
4	Politeness and rudeness.	Discussing cultural views; relating experiences; seeking and sharing information and opinions.	Small group discussion; listening and completing notes; organising a survey in class and in the community.
5	Routines at home and at work; keeping records; oral diaries.	Comparing views on personal habits, occupations; exchanging information; re-telling stories and reacting to them.	Completing a weekly planner; reading; listening in pairs and re-telling; creating and sharing oral diaries.
6	Alternative lifestyles.	Discussing personal preferences; negotiating group choices in a hypothetical situation and comparing with a real life case.	Group discussion with visuals and a questionnaire; writing advice; mini-simulation based on group choices; listening, note-taking, discussing.
7	Memory and memorisation; ways of learning vocabulary.	Talking about memory; exchanging strategies on ways of remembering and experimenting with different methods; re-creating and sharing a precious memory.	Discussion based on sentence completion; a class memory text; pair discussion, whole class trial of memorising methods; pair work based on personal memories; reading a poem. Optional: creating a poem or a poster.
8	Ambition; jobs; career counselling.	Stating, justifying opinions; creating visual equivalents for experience and opinion; talking about the future and the past; preparing to give advice.	Pairwork: making, discussing lists; groupwork: making diagrams; jigsaw listening and discussion; creating a questionnaire. Optional project extension.
9	Magic and legends from different countries.	Responding to visuals; describing cultural customs; imagining the future; sharing national legends; completing a narrative.	Guessing; sentence completion and discussion; preparation in pairs of an oral presentation; reading a story and writing an ending for it.
10	Dangers for individuals, countries and the planet.	Exchanging views on environmental problems and possible solutions; negotiating a group activity or observing and opposing; assessing different solutions.	Vocabulary, diagram work in pairs; listening with gap-filling; choosing options; forming groups based on preferences and making choices; class feedback.

<i>Unit</i>	<i>Themes / Vocabulary areas</i>	<i>Areas of communication</i>	<i>Learner activities</i>
11	Public charity and charity appeals.	Talking about personal priorities and public charities; making and justifying decisions; practising the language and techniques of persuasion.	Pair and pyramid discussion, making lists; jigsaw listening and reporting; creating a commercial in groups and performing it. Optional mini-debate.
12	Good and bad features of public buildings.	Discussing public buildings in general and in particular cases; supporting views and opinions. Optional practice of persuasion.	Pair discussion; listening and completing diagrams; pair vocabulary work, listing; class feedback; pair listening and notetaking. Optional role play game.
13	Homes of the past and the future.	Describing a room; expressing and comparing preferences; making and explaining choices; visualising, discussing the future.	Pairwork: describing a visual; discussion; listening and reacting; choosing options; group creation of an advertisement or poster.
14	Creating information guides and cassettes.	Talking about the place where you are living, finding out information about it; making the information available to others.	Small group discussion; information gathering and reporting to class; group project: preparing, writing, recording; class feedback.
15	Special needs in society.	Exchanging views about social conditions; giving reasons and justifying; negotiating group decisions.	Pair discussion based on questions, choices; listening for details, checking; groupwork on a case study.
16	Pain and disease.	Describing physical sensations; comparing experiences with and views about doctors; seeking and exchanging information or a radio programme; opinions; reading for interpretation and discussion.	Vocabulary work based on visuals; listening for meaning and specific words; group role play of a radio programme; pair reading, guessing, discussion.
17	Alternative medicine.	Eliciting information and sharing ideas; reading for information; assessing different options; gathering and sharing information.	Class discussion; pairwork reading, re-telling, evaluating; jigsaw listening and note-taking; group preparation for an individual oral presentation.
18	Growing up and bringing up children.	Talking about past experiences; finding out, comparing views on upbringing; discussing traditional sayings and writing new ones. Optional: assessing, giving advice.	Completing, discussing sentences; class discussion; grading factors individually, class feedback; pairwork: matching, writing. Optional: reading a poem, advising.
19	Caring for children in difficult situations.	Considering a case study situation; reacting to developments; making and justifying decisions.	Guided simulation based on on-going listening prompts; group and class discussion.
20	Communicating and failing to communicate.	Finding out facts and reacting to them; giving reasons; working with different language registers; relating personal anecdotes; discussing cultural differences.	Class questionnaire; pair lists leading to class discussion; listening for specific information; pairwork: changing the register of messages; individual narration, class reaction and discussion.

单元	主题/词汇	交流领域	学生活动
1	秘密;说三道四;善意的谎言。	观点讨论;案例反应;表达自己的判断;描述真实或想像的轶事。	讨论;倾听和比较观点;小组游戏。
2	口头陈述;在公众面前演讲。	决定什么才是一个好的演讲者;准备,练习以及评估一次谈话;克服紧张。	做一个图表;选择及讨论;在小组中没有准备的情况下进行交谈。
3	生活以及语言学习中的压力;缓解压力的办法。	要点阅读以及讨论;比较各自的经历;选择、尝试以及评估缓解压力的方法。	两人之间,然后在小组中对一篇文章进行讨论;倾听以及做笔记;小组实验以及评估。
4	礼貌与粗鲁。	对文化观点进行讨论;叙述自己的经历;搜索并与他人同享自己的信息和观点。	小组讨论;倾听并做笔记;在课堂上和社团中组织一次调查。
5	生活和工作中的例行之事;做记录;口头日记。	比较对个人习惯及职业所持的观点;互相交换信息;复述故事并做出反应。	完成一个一周计划;阅读;两人之间互相倾听以及复述;创作以及分享口头日记。
6	可选择的生活方式。	对个人爱好的讨论;在一个假设的情形下协商小组的选择并与真实的情况比较。	对视觉材料和问题表进行讨论;写出建议;在小组做出的选择的基础上进行小型的模仿练习;倾听,记笔记,讨论。
7	记忆力以及记忆;学习词汇的方法。	针对记忆力进行交谈;对于用不同的方法记忆和实验相互交流;回忆并与他人分享一段珍贵的回忆。	补全句基础上的讨论;课堂记忆测试;两人讨论,整个课堂对记忆方法进行实验;个人记忆基础上的两人交流;读一首诗。可选:写一首诗或者海报。
8	雄心壮志;工作;职业咨询。	陈述并证明自己的观点;对自己的经历和观点做出生动的描述;谈一谈将来和过去;准备提供自己的建议。	组对练习:对名单进行制作和讨论工作;小组练习:制作图表;交叉倾听和讨论;制作一个问题表。其他项目。
9	不同国家的魔法与神话。	对视觉材料做出反应;描述文化习惯;幻想未来;分享民族神话;完成叙述。	猜谜;补全句子以及讨论;两人针对一次口头陈述进行准备;读一个故事并为它写一个结尾。
10	个人、国家以及这个星球所面临的危险。	对环境问题以及可能的解决方法互相交换意见;协商小组活动或者进行观察和表示反对;对不同的解决方法进行评价。	两人组对做词汇、图表练习;倾听并选词填空;做出选择;在个人爱好及选择的基础上进行分组;课堂反馈。



单元	主题/词汇	交流领域	学生活动
11	公共慈善事业以及援助呼吁。	就个人最看重的事业及公共慈善事业进行交流；陈述以及证明自己的决定；练习语言以及说服人的技巧。	两人及逐渐升级的讨论，记一个名单；交叉倾听和报告；在小组中制作一个广告并表演。可选：一次小的辩论。
12	公共建筑好的和坏的方面。	讨论一下公共建筑物总体的情况以及特定的某个建筑物；支持某个观点和意见。选做一些说服性的练习。	两人之间讨论；倾听并完成图表；两人做词汇练习，列表；课堂反馈；两人倾听并做笔记。可选做分角色游戏。
13	过去以及未来的家。	描述一间屋子；表述及比较爱好；做出并解释自己的选择；描述并讨论未来是什么样子。	组对练习：看图说话；讨论；倾听并做出反应；做出选择；小组制做一个广告或海报。
14	创建信息指南和录音资料。	谈一下自己住的地方，找出关于它的信息；把这些信息展示给其他人。	小组讨论；收集信息并在课堂上汇报；小组项目：准备、写作并记录；课堂反馈。
15	社会的特殊需求。	对社会条件互换意见；给出理由并证明；协商小组决定。	对问题及选择进行两人讨论；仔细倾听并检查；对一个案例进行小组分析。
16	疼痛与疾病。	描述一下身体感觉；比较自己看病的经历以及对医生的印象；搜索并互换信息、观点；为诠释和讨论而阅读。	在视觉材料基础上进行词汇练习；听清楚意义及特定的词；对一个电台节目小组分角色扮演；组对阅读、猜测并讨论。
17	另类治疗法。	引出信息并分享意见；阅读以找出信息；评估不同的选择；收集并分享信息。	课堂讨论；两人阅读、复述并评价；交叉倾听并做笔记；小组准备一次口头陈述。
18	长大成人以及抚养孩子。	谈一谈过去的经历；找出并比较在抚养孩子方面的观点；讨论一下传统的谚语并写一些新的。可选做：评估，提供建议。	完成并讨论句子；课堂讨论；独立将因素划分等级，课堂反馈；组对练习：比赛，写作。可选做：读一首诗，提建议。
19	照顾处于困境中的孩子。	思考一个学习环境方案；对发展做出反应；做出并证明决定。	在倾听提示基础上进行指导下的模仿；小组及课堂讨论。
20	沟通和沟通的失败。	找出事实并做出反应；提供原因；和讲不同语言的人一块工作；描述个人轶事；讨论文化差异。	课堂问题表；两人列出问题以供课堂讨论；倾听以便寻找具体信息；组对练习：改变信息的记录表；个人描述，课堂反应并讨论。

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# 1

## Secrets

### 秘密

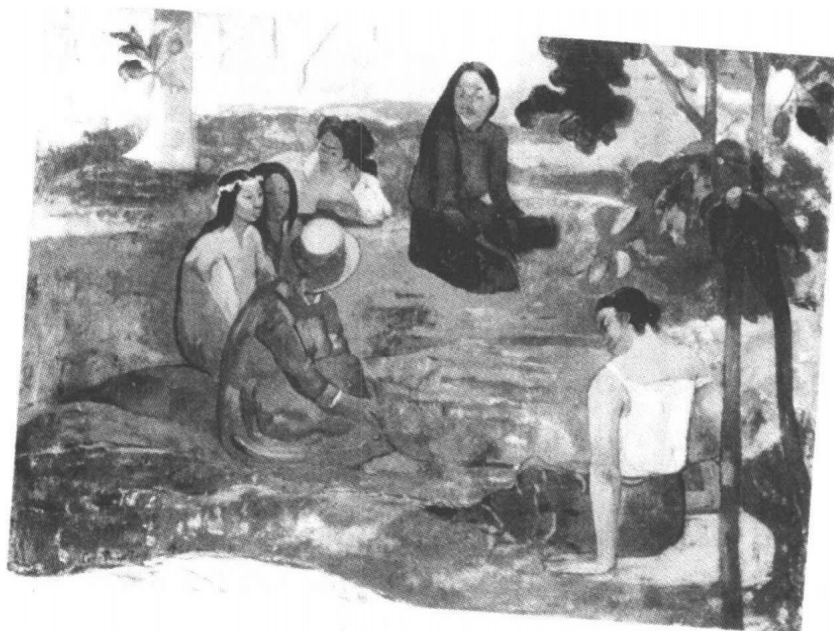
*Gossiping and keeping secrets*

说三道四与保守秘密

#### 话题概说:

你身边有没有特别爱在别人背后说三道四、传播流言蜚语 (gossip) 的人? 为什么有的人那么热衷于别人的隐私 (privacy)? 这仅仅是好奇心所使吗? 有人认为说闲话于己于人并无伤害。但俗话说“人言可畏”, 流言蜚语有时是会杀死人的, 如中国 30 年代的电影演员阮玲玉就死于流言蜚语之下。你认为在什么情况下流言蜚语会给人们带来伤害? 想替人保守秘密有时不得不撒个无恶意的谎 (tell a white lie), 你能做到说谎时脸不变色心不跳吗?

## 1 Delighting in idle talk



**gossip** /ˈɡɒsɪp/, **gossips**, **gossiping**, **gossiped**.

**1 Gossip** is informal conversation or information about other people or their actions, often including unkind or disapproving comments about their private affairs.<sup>①</sup> e. g. . . . a nice, chatty letter full of news and gossip. . . . spreading scandal and gossip about their colleagues. . . Gossip had it that she would marry

Granby.

**2 A gossip** is **2.1** a person who enjoys talking informally to people, especially about the private affairs of other people; used showing disapproval.<sup>②</sup> e. g. Gossips have insisted that he's more than just another friend. . . Isn't he a bit of a gossip himself? **2.2** an informal conversation, especially about other people

or local events. e. g. What he really enjoys is a good gossip. . . . friendly gossips over our garden gates.  
3 If you **gossip**, you talk informally with someone, especially about other people or local events.③ e. g.

Well, let us not gossip about the past. . . I mustn't stay gossiping with you any longer. . . Some gossiping old woman had seen them meet.

Have you ever known any 'gossips'? What were they like? What did they talk about? What is your idea of a typical gossip? Build up a picture with another student. Then compare with other students in the class.

Are you a gossip? Find out how many people in your class think that:

—they are gossips (and why or why not)

—men are greater gossips than women (and why or why not)

**注解:**

①闲言碎语; 闲聊。 ②爱传流言蜚语的人; 爱说长道短的人。 ③说闲话; 散布小道消息。

## 2 Is gossip harmless?

闲言碎语无害吗?

Do any of the following statements sum up your opinion about gossiping? Add your own statements if you prefer. Explain the reasons for your views.

*Gossip is a good thing*

Gossips are friendly.

Curiosity is only human.

It's a good way of getting to know people.

.....

*Gossip is a bad thing*


Gossiping is cruel and can be harmful.

Interfering in other people's lives is

wrong.

Gossip is the cause of friction and quarrels.

.....

 Listen to two people talking about gossiping. Do they think gossip is a good or a bad thing overall? Do you agree with their opinions? Compare your views.

With a partner, decide whether gossip is likely to be harmful in the following situations.

- 1 Two friends at work gossip about the fact that a colleague has applied secretly for another job.
- 2 A newspaper reports gossip about a government minister's affair with an actress.
- 3 Someone on a radio programme hints at gossip about a leading industrialist whose financial affairs may involve fraudulent dealings.

Try to think of at least one other similar situation to add to the list, then compare notes with another pair of students.

### 3 Should you tell. . .?

该不该告诉……?

Are there times when you think it's best to tell a secret rather than keep it? With a partner, consider these situations:


1 You go to the cinema and see your best friend's husband hugging another woman. Should you tell your friend?

2 You are shopping in a large store when you see two adolescents putting cassette tapes into their pockets. You recognise one of them as a friend's child. Should you tell your friend what you saw?

3 A friend confides that his mother's doctor has told him she has an incurable disease. The disease may progress quickly, or very slowly, but patients who are depressed often degenerate more swiftly. The mother has not yet been told and she is still reasonably fit and cheerful. Your friend asks your advice—should he tell her now and risk making her more depressed?

With your partner, choose one of the cases where you think you would tell the person concerned. Use another situation of your own if you prefer. Prepare what you would say. Decide on the strategy to adopt. Is it best to be blunt, or are you going to try and soften the truth in some way?

When you are ready, change partners. (Try to work with someone who has chosen a different case or situation. ) In turn, tell each other about the situation you chose and your strategies in telling the person involved.

 *Optional further listening:* If you like, you can listen to three people discussing similar issues. Are their opinions close to your own or quite different?

## 4 Are you a good liar?

你是撒谎高手吗?



To keep a secret, you sometimes have to tell 'white lies'. This seems to be easier for some people (even normally truthful people) than for others. How easy is it for you? Can you keep a straight face<sup>①</sup> as you say something that is not really true? How many people in the class think they are good 'liars'?

To check whether you are a good liar or not, play this game which is sometimes played on the radio in England.

Work in groups of four or six (teams of two or three people). In your team, decide which person is going to tell a true anecdote. The other(s) will tell false ones. Plan your anecdotes together.

When everyone is ready, each team takes it in turns to tell their anecdotes. The opposing team can ask any questions they like, and the team members must answer. At the end of the set time, the opposing team guesses which person has told the true story.

**注解:**

① 不露声色。



**相关词汇:**

spread a rumour 散布谣言

be rumoured 被谣传

gossip column 漫谈栏; 茶话栏 (报刊上报  
道社会新闻、花絮消息的专栏)hear sth on/through the grapevine 通过  
内幕得知; 听到谣传keep sth to yourself 对……秘而不宣; 不  
把……讲出来withhold the truth (news, details) from sb  
不吐露; 对某人隐瞒真相 (消息, 细节)

rumour has it that 据谣传

marketplace gossip 街谈巷议

reveal/disclose 透露; 泄露

let the cat out of the bag 无意中泄露秘密

spill the beans 泄露秘密

keep sth from sb 不让某人知道某事

keep mum 不要说出去

give the game away 露马脚; 泄露秘密